



## Global Voices Information Sheet

### Shame on China?



Two-year-old Yueyue lies in hospital

#### Background Info

- On October 13, two-year-old Yueyue was walking in a busy market district in Foshan, China. She was struck down by a van and lay in the street bleeding while 18 people passed by, either walking or driving vehicles. She was hit again by another car. After seven minutes, a garbage collector stooped to help Yueyue and called the toddler's mother over from a nearby store. Yueyue was declared "brain dead" by local doctors and is not expected to survive.
- The garbage collector, a 58-year-old woman, is now facing accusations that she only helped the toddler for the fame and the reward money that she received from the government (10,000 yuan or \$1,570).
- In 1964, Kitty Genovese was stabbed to death in a New York apartment complex. About 30 people witnessed from their apartments or heard her screams. No one intervened or called police in the attack that lasted about half an hour.
- Kitty's murder sparked research into what was dubbed "the bystander effect," or the tendency of large crowds not to intervene to help victims in an emergency.
- This article raises questions about the human capacity for compassion, and how it is affected by culture, proximity to the victim and the nature of the emergency.

#### Key terms

- **Compassion**—deep awareness of the suffering of another coupled with the desire to relieve it.
- **Genocidal**—the systematic and widespread extermination or attempted extermination of an entire nation, racial, religious or ethnic group.
- **Homophobic**—prejudice against homosexual people.
- **Zeitgeist**—translates from German as "the spirit of the times," meaning the cultural, spiritual or political climate of a nation or people during a specific time period.

## Global Voices Elementary Educator Resources

### Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

### Themes and Course Connections

- Themes: emergency situations, heroes, the bystander effect, emergency response.
- Course Connections: The Arts, Health and Physical Education, Language, Science and Technology, Social Studies.

### Materials

- Chart paper or blackboard
- Global Voices column
- Blank paper and drawing utensils
- Computer and internet

### Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

### Reading Comprehension

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
  - a. Have students sit in a circle and distribute one copy of the Global Voices column to each student.
  - b. Pre-reading steps:
    - i. Make predictions: ask students to read the title of the column and view the pictures. After doing so, ask them to make predictions as to what the column is going to be about.
    - ii. Introduce vocabulary:
    - iii. Assess prior knowledge: ask students to discuss what they already know about these topics.

- c. Reading steps:
  - i. Go around the circle and have each student read a section of the column to the class, so that everyone gets a turn to read.
  - ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
- d. Post reading steps:
  - i. Encourage students to provide a summary of the column in order to ensure they have understood the series of events.
  - ii. Ask questions about the text to judge comprehension.

### Knowledge and Understanding

1. Discussing the Global Voices Column (estimated time: 10 minutes)
  - a. Ask students the following suggested questions about the column, encourage them to use evidence from the Global Voices column to support their answers:
    - i. What is the message in this column?
    - ii. What perspectives are presented in this column? Which ones are left out?
    - iii. What problem is presented in this column?
    - iv. What events are discussed in this column?
    - v. What does it mean to help another person? What does this look like?
    - vi. What is the bystander effect?
    - vii. Why do you think the bystander effect happens?
    - viii. How can the bystander effect be avoided?

### Thinking

1. Heroes (estimated time: 20 minutes)
  - a. Explain to students that there are many different kinds of heroes. There are super heroes, everyday heroes, and role models along with many others. Ask students to explain what a hero is.
  - b. Ask students to point out examples of heroes from the Global Voices column and discuss what makes them a hero.
  - c. Following this discuss, ask students to identify heroes in their own life. Ask any willing students to describe their hero to the class.
  - d. When this discussion is complete, ask students to write a reflection around what it means to be a hero, focusing on an individual in society that they believe demonstrates these qualities.
  - e. Students will hand their reflections in for grading.

### Communication

1. The Bystander Effect (estimated time: 30 minutes)
  - a. Provide students with the following explanation of the bystander effect:
    - i. The bystander effect is a social psychological phenomenon that refers to cases where individuals do not offer any means of help in an emergency situation to the victim. The greater the number of bystanders, the less likely it is that any one of them will help. This happens because as the number of bystanders increases, they are less likely to notice the incident, less likely to interpret the incident as a problem, and less likely to assume responsibility for taking action.
  - b. Ask students to turn to a partner and explain the bystander effect in their own words to their partner.
  - c. When they have finished their discussions, ask pairs to share their explanation of the bystander effect.
  - d. After each pair has shared their explanation, ask students to express what they think about the bystander effect and how it makes them feel.

- e. Next, ask students to explain the bystander effect in one of the following forms:
  - i. Poster: this can be a visual example of the bystander effect including a title and an explanation of the bystander effect.
  - ii. Creative writing piece: this can be a creative story around an instance where the bystander effect occurred.
- f. Completed work will be handed in for grading.

## Application

1. Seminars: How to Respond to an Emergency Situation (estimated time: continuous project)
  - a. Explain to students that the bystander effect occurs during the time of an emergency. Ask students, if everyone knew how to respond in the right ways to different emergencies, would the bystander effect still occur? Analyze this question as a class.
  - b. Explain to students that learning how to respond to emergencies is a great way to avoid the bystander effect and to reach out to people who are in trouble.
  - c. Discuss who in their community can help them prepare for various emergencies. Write these examples on the board.
  - d. Explain to students that certain community members can help them prepare for such emergencies. Examples of these community members are:
    - i. Police officers
    - ii. Fire fighters
    - iii. Paramedics
    - iv. First Aid instructors
    - v. Self-defense instructors
  - e. Explain to the class that they are going to prepare a series of seminars around how to respond to emergency situations. For these seminars they will invite these different community members to the school as guest speakers to share their knowledge and best practices.
  - f. Once the guest speakers are assembled, this will confirm how many seminars they will run as a class as well as the theme of each seminar.
  - g. Assign a group of students to each seminar and ask them to act as the host, introducing the topic and the speaker and preparing their own short presentation on the topic at hand.
  - h. When it is time for a seminar to take place, invite any interested classes in the school to take part.
  - i. At the conclusion of these seminars, re-address the bystander effect and ask students to discuss how they will address an emergency if they encounter one themselves.

## Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

Free The Children – [www.freethechildren.com](http://www.freethechildren.com)

We Day Teach - <http://www.weday.com/teach>

The bystander effect - [http://en.wikipedia.org/wiki/Bystander\\_effect#Kitty\\_Genovese](http://en.wikipedia.org/wiki/Bystander_effect#Kitty_Genovese)